

CHAPTER IV

CONCLUSION

Before presenting the best solution for the problem in this chapter, I would like to present the summary of the previous chapters. The problem that I discuss is I had difficulties in storytelling to pupils of kindergarten level B at PK. There are three causes of the problem; namely, I did not have any experience in storytelling with children, I was not well-prepared to deliver the story, and I was not confident when telling the story to the children. There are also two effects of the problem; namely, the story was not interesting for the children, and children did not understand the story. Besides the causes and the effects of the problem, there are three potential solutions to solve the problem. The first potential solution is I will prepare my materials, including practicing using visual aids. Second potential solution is I will include the pre-activity, during, and post-activity for storytelling. Third potential solution is I will practise to deliver the story at home using intonation, gestures, and facial expression. Based on the

analysis in the previous chapters, I would like to choose the best solution to solve the problem. The best solutions are the combination of all potential solutions, namely, I will prepare my materials, including practicing using visual aids; I will include activities before, during, and after storytelling; and I will practise to deliver the story at home using intonation, gestures, and facial expressions.

I have chosen all potential solutions because the combination of three solutions will be effective for me to become a good storyteller. First, I will do the preparation. The preparation will not be effective without practice. Second, I will use activities before, during, and after the story. The activities will not go well without any preparation. The last is practicing. Practicing can help me deliver the story well. Therefore, the three of the potential solutions are related and necessary to be implemented together. From the books and articles I can know how important the preparation for storytelling is. By having preparation, I can deliver the story well and feel confident during storytelling. Besides the preparation, I also learn about how to make the story more interesting for children with activities. I can apply the activities before, during, and after storytelling. Moreover, I can choose suitable activities for the children. Activities also make the children understand the story and the children can learn new vocabulary from the story. Besides, I learn how to deliver the story well with practice at home using intonation, gestures, and facial expressions. While practising, I can learn how to make the story more interesting and alive. Besides, practising

also helps me to improve my ability in storytelling. Based on an article “Storytelling for Preschooler, Guidelines, and How-to Tell a Story”, it is stated that, “Story should be well-prepared before presenting” (par. 4). McWilliams states that, “Stories paint word pictures and use the sound and rhythm and repetition of words” (par. 11), “...and most importantly: The more you practice- the more skilled you will become” (par. 24).

These three solutions are helpful for me to deliver the story well to the children. From my analysis and my experience, preparing materials and suitable visual aids for storytelling are really helpful deliver the story successfully. The children can also understand the story based on the visual aids that they see. Activities help the children to improve their ability in vocabulary and help the children to understand the story. From practicing, I learn to deliver the story well. I choose all of the solutions because I believe that applying all the solutions will improve my ability in storytelling to children at Paulus Kindergarten. The activities also can help the children to improve their language skills.

After discussing the previous chapters, I conclude that storytelling is important for teaching English. Storytelling provides many language experiences. Through storytelling, children can learn to improve English language and vocabularies. Storytelling also help children to understand themselves and relate to others. With many benefits of storytelling, hopefully the teachers in Paulus Kindergarten can consider to improve the

storytelling activities and can provide more materials and visual aids for storytelling. The teachers also have to learn how to tell stories effectively. Therefore, it can increase the quality of English language in Paulus Kindergarten.